

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners Program



EDCI 777 -Section DL2 - Research to Practice

3 Credits, Spring 2023

Asynchronous Online - Jan. 23 - May 17, 2023

Faculty

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Prerequisites/Corequisites:

Required Prerequisite: Completion of all other program requirements, including internship courses EDCI 792, 793 or 794 for licensure candidates
Recommended Corequisite: [EDCI 776](#)

University Catalog Course Description

Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

For COVID 19 procedures in Fall 2022: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Weekly Announcements

Sunday Announcements/Email: Be sure to look for and read the Sunday announcements on our course site on Blackboard (also sent through email) with updates on the course schedule, a preview of the coming week, and plans for upcoming deadlines.

Course Overview

Teachers are often encouraged to implement **research-based practices**, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption in much of the discourse surrounding educational research is that teachers are *consumers and/or objects* of research, rather than *producers* of research. The past decade has seen a growing movement to upend these assumptions through an emphasis on the importance of **teacher research**. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with teacher research, also known as **action research** (i.e., research conducted by teachers for professional purposes). Teacher research positions teachers as *producers of knowledge*—professionals who can **learn about and improve their practice** by studying important questions that emerge from their own experiences and observations.

This course is designed to provide teachers with supports for conducting self-assessments and observations of their own teaching, trying out instructional innovations and tools, and helping them reflect on what works in their teaching. Teachers will conceptualize, design, and implement an **original action research project** about their teaching. Each teacher will need to begin the action research project promptly and continue to work on it each week. Course readings, online discussions with course mates, online resources, and instructor feedback are all designed to support each individual in their professional development as a teacher researcher.

Course Delivery Method

This course will be delivered online (76% or more) using both an asynchronous and synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Jan. 16**.

Please note: We will be meeting live on Zoom on three selected Wednesdays: Jan. 25, Feb. 8, and Feb. 22 from 4:30 - 7:10 pm (if all students agree to change to a later time, we will do that).

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their Mason email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone for use with Zoom or the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** For this course offered in an asynchronous format, our course week will **begin on Mondays and end on Sundays.**
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their Mason email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week.**
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes reading or viewing all course materials, completing course activities and assignments, and participating in class discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or college or university technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that **this course is not self-paced.** Students are expected to meet *specific deadlines* and *due dates* listed on the **Class Schedule** section of this syllabus. It is each student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignment due dates.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including a preferred meeting format and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them so that others do not consider them personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. Faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable candidates to:

1. Formulate an action research question that is relevant to their work setting;
2. Review research and prepare a literature review in support of the research question;
3. Design and conduct an action research project;
4. Use action research as a foundation for professional development, improvement of instruction, and advocacy for students; and
5. Identify approaches for sharing the results of action research.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

Mason Dispositions for a Career Educator I, II, and III

- Commitment to the Profession
- Commitment to Honoring Professional Ethical Standards
- Commitment to Key Elements of Professional Knowledge

NBPTS Propositions 2, 3, and 4

- Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- Teachers are Responsible for Managing and Monitoring Student Learning
- Teachers Think Systematically about Their Practice and Learn from Experience

Required Text

Putman, S. M. & Rock, T. (2018). *Action research: Using strategic inquiry to improve teaching and learning*. Los Angeles, CA: SAGE.

Recommended Texts

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Grahn, L. and D. McAlpine. (2017). *The keys to strategies for language instruction*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

McTighe, J., Doubet, K. J., & Carbaugh, E.M. (2020). *Designing authentic performance tasks and projects*. Alexandria, VA: Association for Supervision & Curriculum Development (ASCD).

Short, D., H. Becker, N. Cloud, A.B. Hellman, L. N. Levine. (2018). *The 6 principles for exemplary teaching of English learners, grades K – 12*. Alexandria, VA: TESOL International Assn.

Teacher Research Websites

<http://www.practicalteacherresearch.com/current-issue.html> (Journal of Teacher Action Research)

<https://newprairiepress.org/networks/> (online journal for teacher research)

<https://www.drawntoscience.org/educators/action-research/> (examples in science, ESL)

<http://teachersnetwork.org/tnli/research/> (teacher research)

<http://carn.org.uk/?from=carnnew/> (international teacher research)

More Action Research Resources

Each starred () textbook below contains at least 2 sample Action Research reports.*

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. *(contains lots of sample data collection tools & data analysis display formats)*

*Bradbury-Huang, H. (2015). *The SAGE handbook of action research: Participative inquiry & practice*. London: Sage Ltd.

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3rd ed.* Thousand Oaks, CA: Corwin Press.

*Hendricks, C. (2016). 4th ed. *Improving schools through action research*. Columbus, OH: Pearson.

McNiff, J. (2017). *Action research*. London: Sage Ltd.

*Mertler, C. A. (2019). *Action research: Improving schools and empowering educators, 6th Ed.* Los Angeles: Sage.

*Mills, G. E. (2017). 6th ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard).

Assignments

| <i>Assignment</i> | <i>Due Date</i> | <i>Percentage of Grade</i> |
|------------------------------|----------------------|----------------------------|
| Discussion Board | Weekly | 25% |
| Action Research Plan | Wk 3: Feb. 11 | 10% |
| Literature Review | Wk 6: Mar. 4 | 15% |
| Data Collection Plan | Wk 8: Mar. 18 | 20% |
| Final Action Research Report | Wk 15: May 6 | 30% |

Other Requirements

Online Participation/Attendance Policy

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected as an absence. **Students with more than one absence will not receive credit for the course.** In case of an emergency or situation that interferes with your participation, please send the instructor an email as soon as possible.

Submission Requirements

Written assignments will be submitted to Blackboard by the specified deadline. Each assignment will be uploaded by 11:59 pm EST on the date due. Only Word documents will be accepted for work generated by each candidate. These should be typed in 12-point font, double-spaced with one-inch margins. No cell phone or other photo images of required documents will be accepted.

Resubmission Policy: Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.

File-naming Protocol: When sending or submitting any draft files or other materials electronically (e.g., email or Blackboard), please ensure that the filename includes ***your last name and first initial, the topic or title of the file being submitted in an abbreviated form, and the date submitted*** as follows:

MartinezL_ARPlan_Feb. 11.2023

Late Work Policy

All work is expected to be of high quality (produced electronically as a Word document) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve late/makeup work.*

Course Withdrawal with Dean Approval

Withdrawal from a course after the last day for dropping that course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (see Mason catalog). *Students must contact an academic advisor to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Incomplete (IN)

This grade may be given to students who are in good standing but who are unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an Incomplete with a contract developed for the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

GRADING

George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | Grading 4-pt. Rubric | Grading 100-pt. Scale | Conversion to Mason Grade Points | Interpretation |
|-------|-------------------------|--------------------------|--|--|
| A+ | 4.0 | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 3.85 | 94-99 | 4.00 | |
| A- | 3.7 | 90-93 | 3.67 | |
| B+ | 3.5 | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 3.0 | 80-84 | 3.00 | |
| C* | 2.0 | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <2.0 | <69 | 0.00 | |

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Additional Note on Grading: Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching each course. Therefore, instructors should not be expected to assign grades in the same way.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Copying words and phrases from another student on Discussion Board in this or any other course;
3. Reusing work that you have already submitted for another class;
4. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to <https://owl.english.purdue.edu/owl/resource/589/02/>
5. See our class Blackboard web site for more information on how to avoid plagiarism.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

| Module & Week # | Topics | Readings/Assignments |
|---|---|---|
| <p><i>Each week you'll be responsible for the assigned readings and Discussion Board assignments, as well as viewing materials and completing assignments in weekly modules on Blackboard. You'll also need to meet weekly deadlines for participation as described in this syllabus.</i></p> | | |
| 1 Wed-Jan. 25 LIVE ZOOM SESSION 4:30 - 7:10 pm | What is action research? Steps in the action research process. Professional improvement goals. Role of the research log. Course requirements. Self-Introductions. | Module #1 <i>Putman & Rock, Ch. 1</i> <i>Review Syllabus, Course Schedule, & Due Dates</i> Discussion Bd Activities |
| 2 1/29- 2/4 | Identifying and narrowing down a research topic. Writing the learning challenge (problem statement). Developing a research question. Work on Action Research Plan. | Module #2 <i>P & R, Chs. 2 & 4</i> Discussion Bd Activities |
| 3 Wed - Feb. 8 LIVE ZOOM SESSION | Quantitative, qualitative, and mixed methods research. Types of data sources. Triangulation matrix. Ethical considerations. Work on Action Research Plan. Due this week: Action Research Plan. | Module #3 <i>P & R, Ch. 4</i> |
| 4 2/12 - 18 | Creating an annotated bibliography - the role of abstracts. Identifying and synthesizing sources into a literature review - from broad to narrow (primary sources only). Work on Literature Review. | Module #4 <i>P & R, Ch. 3</i> Discussion Bd Activities |
| 5 Wed-Feb. 22 LIVE ZOOM SESSION | Research-based vs. practitioner-focused articles. Do's & Don'ts for writing a literature review. Work on Literature Review. Instructor Feedback Survey #1. <i>Individual conferences as needed.</i> | Module #5 <i>P & R, Ch. 3</i> Discussion Bd Activities |
| 6 2/26 – 3/4 | Determining data collection sources - qualitative and quantitative. Work on Data Collection Plan. Due this week: Literature Review. | Module #6 <i>P & R, Ch. 5</i> |
| 7 3/5 - 11 | Draft your Data Collection Plan. Data sources - validity & reliability of results. Intra - vs. inter-rater reliability. Creating a timeline. <i>Individual conferences as needed.</i> | Module #7 <i>P & R, Ch. 5</i> Discussion Bd Activities |
| 8 3/12 - 18 | Spring Break Work on Data Collection Plan. Due this week: Data Collection Plan (begin implementing teaching intervention and collecting data after your plan is approved). | Module #8 <i>P & R, Ch. 5</i> |
| 9 3/19 - 25 | Analyzing your data. Looking for patterns in the data - codes or themes in qualitative data. Descriptive statistics in quantitative analysis. If not yet started, begin your teaching intervention and data collection this week. | Module #9 <i>P & R, Ch. 6</i> Discussion Bd Activities |

| | | |
|--|--|---|
| 10 3/26 - 4/1 | Organizing your data - data tables, charts, graphs. Interpreting the results. Using your triangulation matrix. Conduct your teaching intervention this week. Instructor Feedback Survey #2. | <i>Module #10</i> <i>P & R, Ch. 6</i> |
| 11 4/2 - 8 | Reflecting on results and creating an action plan. Data-based decision making - providing evidence to support claims. Generating new questions. Conduct your teaching intervention this week. Begin drafting final paper. | <i>Module #11</i> <i>P & R, Ch. 7</i> <i>Discussion Bd Activities</i> |
| 12 4/9 - 15 | Reporting and sharing action research. Writing an abstract for your final paper. <i>Individual conferences as needed.</i> Conduct your teaching intervention this week. Work on final paper. | <i>Module #12</i> <i>P & R, Ch. 8</i> <i>Discussion Bd Activities</i> |
| 13 4/16 - 22 | Writing up your Action Research Paper. Conduct your teaching intervention this week. Work on final paper. | <i>Module #13</i> <i>Discussion Bd Activities</i> |
| 14 4/23 - 29 | Writing Week. Conduct your teaching intervention this week Finalize Action Research paper and abstract. | <i>Module #14</i> |
| 15 4/30 - 5/6 | Writing Week. <i>Individual Conferences as needed.</i> Post your abstract on DB. Complete Course Evaluation Form & Instructor Feedback Survey #3. Due this week: Final Action Research paper. | <i>Module # 15</i> <i>Discussion Bd Activities</i> |
| <p>For formative feedback on drafts of papers (or for questions on any course requirement), please schedule a Zoom meeting with the instructor (during office hours) at least one week before the paper is due.</p> | | |

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students. Discussion Board & Assignments may be added or removed as the semester progresses – see Blackboard for updates.

Examples of action research projects are presented in our course textbook, on teacher research web sites, and in the books listed on Page 5 of this syllabus.

In addition, the course instructor will make available on Blackboard sample projects written by previous students in this course.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding the use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Assignment Descriptions

1) Discussion Board & Assignments – due Weekly

Discussion Board (DB) will be an essential part of your learning in this online course. In weekly Discussion Board postings, you will join your online class community in establishing connections through individual feedback and collaboration. You’ll be responsible for responding to the instructor’s questions, as well as providing critical and constructive peer feedback, including follow up questions, to others, possibly in an assigned small group. In order for you to interact with all students in this course and with teachers having similar research interests, small groups may change as your action research questions become finalized. Since each of you will be sharing various stages of your action research project and waiting for feedback from others, it will be incumbent upon each of you to respond to each other by the deadlines stated on DB.

Your interactions with others should be honest and helpful, supportive without being unkind or personally offensive. You’ll be given specific questions to respond to and a deadline by which to provide your feedback to others. You’ll also complete assignments on DB based on assigned readings and for formative feedback on your own work. Be sure to check for and respond to multiple questions or prompts on DB each week.

Guidelines for Discussion Board Postings

1. Since each Weekly Module begins on Monday, ***you should begin posting no later than Wednesday evening*** in order to ensure timely feedback to others and to participate in the discussion during the week. ***Your final posting or response to each weekly prompt should be no later than midnight on Saturday night.***
2. Keep your response focused on the question(s) being posed in each prompt (rather than digress into tangential issues).
3. Share your personal and work experiences only if they are directly relevant (e.g., teaching or internship experiences, courses in this program, readings).
4. Upload activities wherever they are indicated on DB or in the weekly module.

5. If you need to cite our textbook or other sources, include citations in parentheses and add page numbers when using a direct quotation (use APA 7th Ed. guidelines - see library sources on Bbd).
6. Post a minimum of 100 and a maximum of 200 words in your response to each prompt and to each other.
7. Consider Db a safe place for open and friendly discussion of your work and the work of others. Offer supportive, critical feedback to course mates with a positive and kind frame of mind.
8. Your DB postings will be scored every three to four weeks (if you don't receive this feedback, please contact the instructor).

Action Research Project Overview

Teachers will design an *action research project* that is relevant to your present or future teaching position. You will identify an area of professional growth and a teaching intervention (an evidence-based teaching approach) that has a high likelihood of improving your students' learning. You will write a literature review on research on your selected teaching intervention, draft an implementation plan for this project, identify data sources to determine how the teaching intervention is working, then collect and analyze the data to determine the relationship between your teaching intervention and student learning. You will also describe how you plan to share the results of your study with other teachers.

Both pre- and in-service teachers will complete this project. It is possible to partner with another candidate for the purpose of sharing data and getting feedback on a common topic. However, each candidate must write their own, original action research paper*. The data you collect will depend on your research question, the teaching intervention, and the students. Data sources for this project may include combinations of the following:

- 1) quantitative analyses – rubric scores, assessment scores, survey results
- 2) qualitative analysis – non-numeric data such as interviews and teacher observation notes
- 3) student work samples - writing samples, audio or video samples
- 4) visual representations - PowerPoints, images or photos of the classroom

To make this project manageable for you, each stage of the research process will be submitted for a separate score. This type of scaffolding supports formative assessment and allows the instructor to provide you with actionable feedback to help improve your understanding of each stage.

*Papers or projects submitted for credit in another course cannot also be resubmitted for a grade in this course.

2) Action Research Plan

You need to begin with a plan. Describe how you found your focus. Describe the problem or priority achievement targets and your professional learning goal, the level of language proficiency of any language learners involved in your research and their priority learning needs, and the data to be collected. Indicate your role as current or future teacher and total contact hours per week with students. List preliminary sources for your literature review. Draft a research question. Identify at least one teaching skill that you would like to improve in order to become a more effective teacher and promote student learning.

3) Literature Review

Write a review of research that informs and supports the selection of your teaching intervention or research topic. Once you identify your research question, use search engines such as Mason Library and Google Scholar to do a focused search for at least 10 sources on your topic, a combination of peer reviewed journal articles, book chapters, books, and online blogs and articles on professional educator web sites (e.g., [Reading Rockets](#)). You'll submit about a 10-page review (double-spaced in 12-point font) synthesizing the main points of each source that support your research topic. You'll write an integrated review based on common themes across all sources rather than writing a paragraph describing each source separately (see Bb for how to write an integrated literature review).

4) Data Collection Plan

Describe how you plan to implement your research plan. Identify at least three data sources and formulate a data collection plan, including assessments of student learning. Provide a timeline for implementation of your research, with actions to be conducted week by week.

5) Final Action Research Paper

After collecting your pre- and post-test data, you will analyze the results of your three data sources and determine how well your teaching intervention worked. Do you plan to use it again in the future? Do you need to adjust the implementation? What is your action plan for moving forward with this teaching intervention?

Prepare a synthesis of your literature review, data collection plan, data analysis, and action plan combined for a complete action research report. Describe how you implemented your teaching intervention and analyzed the collected data. Describe how you plan to share your research with course mates and teacher colleagues.

Final - Action Research Report – Spring 2023

Name:

Date:

Score:

| SCORE | 1 | 2 | 3 | 4 |
|-----------------------------------|---|---|---|--|
| Learning Context | Does not describe the learning context or professional goal. | Describes the learning context and professional goal in a vague or generic manner. | Clearly describes the learning context, learning needs, and researcher role but omits relevant information or professional goal. | Clearly and thoroughly describes the learners and their learning needs, the learning context, the researcher’s role, and professional goal. |
| Literature Review | Does not use research to support the instructional intervention and provides a research question clearly not supported by the research reviewed. | Describes research with little support for the instructional intervention but may provide a research question supported by the research reviewed. | Describes rather than synthesizes research with justification for the instructional intervention and provides a research question clearly supported by the research reviewed. | Effectively synthesizes research, justifies instructional intervention, and provides a research question that is clearly supported by the research reviewed. |
| Instructional Intervention | Does not describe the teaching intervention. | Describes the teaching intervention only briefly or generally and leaves many questions unanswered. | Describes the teaching intervention but may not justify it or leave unanswered questions on procedures, materials, activities, learner tasks, or timeline. | Clearly describes and justifies teaching intervention with details on its implementation, including procedures, materials, activities, learner tasks, and timeline. |
| Data Sources | Describes data sources that are not relevant to the teaching intervention, does not defend appropriateness of research design and scoring format. | Describes data sources that may be similar or not relevant to the teaching intervention and/or does not defend appropriateness of research design and scoring format. | Describes data sources but may include inappropriate materials, may not effectively justify the appropriateness of the research design or scoring formats. | Clearly describes appropriate data sources, including materials for each, effectively justifies the appropriateness of the research design and scoring format for each source. |
| Data Analysis | Omits data analysis. | Contains significant inaccuracies or omissions in data analysis. | May omit materials or contain minor inaccuracies or omissions in data analysis. | Provides a detailed, accurate analysis of results and includes student language samples. |
| Validity & Reliability | Does not address validity and reliability for each data source. | Contains numerous inaccuracies, unsubstantiated claims, and/or omissions in descriptions of validity and reliability. | Provides justification for how each data source ensures validity and reliability but may contain inaccuracies, unsubstantiated claims, or omissions. | Provides an accurate and complete justification for how each data source ensures the validity and reliability of inferences. |

